

FACILITATOR INSTRUCTIONAL MODULE 6

FACILITATOR GUIDE



FIM 6:

UNDERSTANDING
STRESS
TRIGGERS:

CHALLENGING
CLIENT
BEHAVIORS AND
PRACTICAL
STEPS TO
COUNTERACT
THOSE
STRESSORS



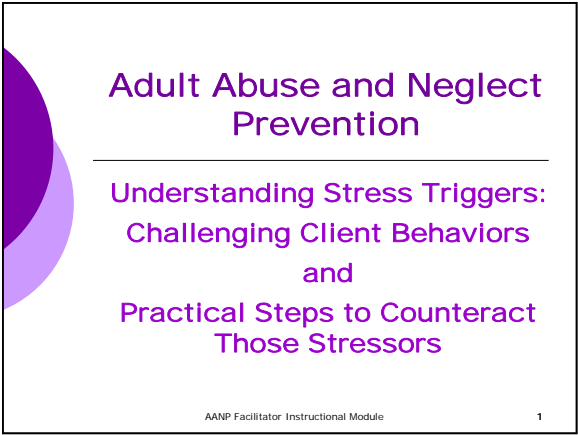
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FIM 6: CHALLENGING CLIENT BEHAVIORS

UNDERSTANDING STRESS TRIGGERS: CHALLENGING CLIENT BEHAVIORS AND PRACTICAL STEPS TO COUNTERACTING THOSE STRESSORS

LEARNING OBJECTIVES:

- By the end of this module, participants will be able to:
- State how client behaviors can potentially be triggers for abusive behavior
 - State how to minimize the negative effects of client behavior



INTRODUCTION:

This module introduces the concept that caregivers (regardless of the specific role they play in a long-term care organization) are at risk to abuse because of the challenging behaviors of clients. It is beneficial for caregivers to discuss the client behaviors that are stress-inducing and could potentially lead to abuse or neglect if not properly acknowledged and addressed.

During this module client behaviors are explored with specific attention given to determining the reason or cause for the behavior. There are three main reasons clients exhibit a change in behavior:

- Physical or medical
- Social or emotional
- Environmental

PREPARATION:


Arrange the room so each participant can see the trainer and other participants

INSTRUCTIONS:

Warmly welcome participants to the session, and say the title.

NOTES:

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Session Goals

- To understand the stress of challenging client behaviors impacting our work
- To recognize our potential for abusive responses
- To learn new strategies for counteracting client behaviors stress triggers

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LEARNING TECHNIQUES:

This module uses several learning techniques: team brainstorming, partnered discussion, self reflection, and group processing.

OUTLINE:

The module is 60 minutes. It is divided into four parts:

- Group warm-up activity
- Client behaviors stress triggers discussion and brainstorming
- Client behaviors stress trigger busters discussion and brainstorming
- Wrap-up and post test

TIME:

5 minutes for the Title Page welcome and review of the session goals

SUPPLIES:

- Flip chart and markers
- LCD projector and computer
- Screen or wall space
- PowerPoint slides
- Masking tape
- “Behavior Bingo” worksheet
- “Client Behaviors – why ask why” worksheet
- “Challenging Behaviors” cards

INSTRUCTIONS:

Review the session goals with the participants. Answer any questions that are raised at this time.

NOTES:

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Behavior Bingo



- Circulate among the group to find a person who has experienced each of the behaviors listed
- Write that person's name in the square
- Earn bingo by filling in a row, a column or a diagonal
- First one done yells, "Bingo!"

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NOTE:

This module begins with a group warm-up. A group warm-up is like an icebreaker. It is an opportunity for participants to get to know each other, get comfortable sharing with one another, and to get acquainted with active participation in the session. Prior to the warm-up, make sure you have "Behavior Bingo" worksheet for each participant.

TIME:

10 minutes group warm-up and discussion including slides 3 and 4

INSTRUCTIONS:

Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other.

Print and copy a "Behavior Bingo" worksheet for each player.

Players circulate to find group members who have cared for clients matching these descriptions in the bingo squares.

When a match is found, the player writes the name of the individual in the square.

Different names must be used in each square. When a player has filled a row with names, the player yells "Bingo!"

With the group, check the squares and identify the individuals described.

Reward the winner with a small prize or piece of candy.

Continue the game for a second round, with the new goal of filling the entire card.

When a player has filled the entire card, the player yells "Bingo!"

Check the entire card, identifying group members matching each description. Reward the winner with a small prize

INSTRUCTIONS:

Debrief the group warm-up. Ask the participants if it was difficult to fill their bingo cards? Most likely, the answer will be "no" because caregivers are accustomed to dealing with challenging behaviors on a daily basis.

Define client behaviors as listed on the slide. If not properly identified and addressed, client behaviors put DAS at-risk to abuse or neglect.

Step one of abuse prevention is to identify all of the stressors under the category of client behaviors.

Challenging Client Behaviors

- The actions and attitudes of clients that can cause one frustration, stress, or anxiety
- Unmanaged client behaviors are risk factors for abuse and neglect
- The first step is to identify the client behaviors that challenge us

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Challenging Client Behaviors

- Group brainstorming – additional client behaviors that make caregiving challenging



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TIME:

5 minutes for group brainstorming

INSTRUCTIONS:

Prior to the session, label a flip chart with the heading: Client Behaviors and list all of the behaviors found on the “Behavior Bingo” worksheet.

Instruct the participants to look at behaviors listed on the “Behavior Bingo” worksheet. Ask if there are additional client behaviors that make caregiving challenging. Write these behaviors on the flip chart.

NOTE:

Prior to the session, label three flip charts with the following headings:

- Physical/medical
- Social/emotional
- Environmental

TIME:

10 minutes for the group brainstorming and report back including slides 6 - 11

INSTRUCTIONS:

After the group has exhausted their answers, ask them if there are likely reasons for any particular behavior occurring. Discuss the definition of “behavior” from Merriam-Webster online. The added emphasis illustrates that there is often a cause, reason, or stimulus for the behavior occurring.

Explain that there are three main classifications for reasons why behavior might occur:

- Physical/medical
- Social/emotional
- Environmental

NOTES:

Client Behaviors

Definition of Behavior:

a: the manner of conducting oneself

b: anything that an organism does involving action and response to stimulation (emphasis added)

c: the response of an individual, group, or species to its environment (emphasis added)

<http://mw1.merriam-webster.com/dictionary/behavior>

Potential Reasons for Behaviors:

Physical/Medical ■ Social/Emotional
Environmental

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INSTRUCTIONS:

Divide the participants into three groups, giving each group a flip chart paper titled:

- Physical/medical
- Social/emotional
- Environmental

Groups have 5 minutes to brainstorm the factors related to their category. They may use the list of client behaviors to guide them. Encourage them to think about the clients they care for on a regular basis. Why might some of the behaviors occur?



Instruct the groups to appoint a time keeper, note taker, and a spokesperson for the group.

After 5 minutes, invite each group to share their answers. Allow for discussion between each flip chart.

Challenging Client Behaviors

Three teams:

- Go to a flip chart listing one of the reasons for challenging behaviors
- Brainstorm specific examples for client behaviors in each category
- Take 5 minutes for brainstorming
- Report back




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Physical and Medical

Did we think of these?

- Is the person in pain?
- Is there an infection?
- Is the person hot, cold, hungry?
- Are there any medications that may be causing the behaviors?
- Are there cognitive deficits?
- Does the person have dementia?
- Does the person appear depressed?
- Can the person understand questions or requests?



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INSTRUCTIONS:

Prior to revealing the slide, review the corresponding flip chart. Do not spend a lot of time on the list. Highlight only those that the group missed. Move on to the next group.

NOTES:

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Social/Emotional

Did we think of these?

- Was the person startled or surprised?
- Is the person sensing your stress or bad mood?
- Does the person feel threatened?
- Was the person treated badly by someone else?
- Is the person simply having a bad day?
- Is this behavior based on culture or how the person grew up?



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INSTRUCTIONS:

Do not spend a lot of time on the list. Highlight only those that the group missed. Move on to the next group.

INSTRUCTIONS:

This slide is a continuation of the previous slide. Do not spend a lot of time on the list. Highlight only those that the group missed. Move on to the next group.

Social/Emotional

Did we think of these?

- Is the behavior character based? (maybe Mr. Jones has never been nice)
- Is the behavior due to generational differences?
- Is the client lonely, frustrated, or sad?
- Is the client scared?
- What losses has the client experienced?
- Is the client trying to regain control of life?

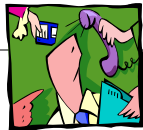
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Environmental

Did we think of these?

- Is it loud?
- Is it hectic?
- Is the person in an area he does not like?
- Is the person surrounded by people he does not like?
- Does this behavior typically occur at a certain time each day?
- Is the person rebelling against an institutional schedule?



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INSTRUCTIONS:

Do not spend a lot of time on the list. Highlight only those that the group missed. Move on to the next group.

NOTES:

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TIME:

10 minutes for slide 12

INSTRUCTIONS:

Hand out the “Client Behaviors – Why ask why” worksheet and with the full group ask the participants the questions. Encourage them to write notes for themselves.

Why is it important to know the reasons for the client behaviors? To be responsive to the needs of the client; to eliminate, if possible, the factors provoking the client behaviors and, thus, reduce the challenging behaviors; to promote a person-centered care environment and improve the quality of life for the clients; and to create understanding and tolerance of client behaviors. Behavior that causes the caregiver stress can lead to an environment with the potential for abuse.


How can one be in a position of learning the reasons for the behaviors? Developing a relationship with the client and understanding the moods and behaviors of the client , helps us understand changes in behavior.

What systems are in place in the organization to ask the “why” questions and share the answers with others? Permanent assignments/consistent caregivers promote the understanding of client behaviors and recognizing changes in behavior. Teamwork promotes the sharing of information between co-workers.

Why Ask Why?

- Why is it important to know the reasons for client behaviors?
- How can we learn the reasons for challenging behaviors?
- What systems are in place in your organization to ask “why” questions and share the answers with each other?

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Handling Client Behaviors?

- Describe one recent stressful situation at work that involved a client.
- Describe how you handled the situation at the time.
- Describe how you could have handled it differently or why you believe you handled it as well as you could.

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TIME:

5 minutes

INSTRUCTIONS:

Instruct the participants to work with a partner to share an experience of a recent stressful situation at work that involved a client. Describe how you handled the situation and how you could have possibly handled it differently.

NOTES:

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NOTE:

Prior to the session, print and cut a set of “Challenging Behaviors” cards for each team.

TIME:

10 minutes including slides 14 and 15

INSTRUCTIONS:

Divide the participants into four teams. Give each team a packet of “Challenging Behaviors” cards. Instruct the teams to take turns picking a card and discussing how they would handle the situation in a healthy way.



INSTRUCTIONS:

Ask each team to share one thing they learned from the exercise.

TIME:

5 minutes for the wrap up, including evaluation (if applicable).

INSTRUCTIONS:

As a wrap up to the session, review the client behaviors stressors that we highlighted as well as the trigger busters.

Ask participants to go around the room offering one thing they will take away from this program that will help them prevent abuse and neglect.

Thank them for actively participating in the activities of the session.

Handling Challenging Client Behaviors



Four teams:

- Have each team member, one at a time, take a card and describe how they would handle the situation described in a healthy way
- Be prepared to report on one example

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Client Behaviors and Trigger Busters

- Wrap up



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Acknowledgements

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NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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NOTES:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

BEAM provides these materials in cooperation with the Michigan State University and the Michigan Office of Services to the Aging through the Michigan Department of Community Health Grant No. * 11-P-93042/5-01 awarded by the Centers for Medicare and Medicaid Services.

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